

# Job Description and Person Specification

**Post Reference:** 2783

**Job Title:** Curriculum Leader of Geography – Maternity Cover

**Academy Name:** Leeds East Academy

**Grade:** Leadership 3 to 7 (£54,394 to £60,145)

**Hours:** Full time. Fixed Term for 1 year: 01/09/2026 to 31/08/2027

**Accountable to:** Associate Assistant Principal – Quality of Education

## Job Description

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### Role:

Leeds East Academy has a highly aspirational vision of 'Everyone Exceptional', and this role is integral to securing that vision.

As Curriculum Leader of Geography, you will inspire students with a passion for understanding the world around them and ensure that all learners experience a rich, challenging, and coherent Geography curriculum across Key Stages 3 and 4.

You will be accountable for the strategic leadership and operational excellence of the Geography department, ensuring high standards in curriculum design, teaching and learning, assessment, student outcomes, and the professional development of staff.

You will be a dynamic and reflective practitioner with strong subject knowledge, a commitment to collaborative leadership, and a clear focus on delivering outstanding educational experiences for all learners.

*NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.*

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### Duties and Responsibilities:

#### Strategic and Curriculum Leadership:

- Lead the strategic direction, development, and continuous improvement of Geography in line with the academy and Trust vision.
- Design, implement, and evaluate an ambitious, knowledge-rich Geography curriculum that ensures progression, challenge, and engagement from Key Stage 3 through to Key Stage 4.
- Ensure the curriculum reflects a balance of physical, human and environmental geography, developing students' understanding of global processes and geographical enquiry.
- Embed geographical literacy, numeracy, and analytical skills, including the interpretation of maps, data, and fieldwork evidence.
- Promote fieldwork and enquiry-based learning to develop students' investigative and critical thinking skills.

- Ensure students are well prepared for GCSE Geography, including the development of geographical skills, case study knowledge, and exam readiness.
- Promote Geography as a subject that develops global awareness, environmental responsibility, and understanding of contemporary issues such as sustainability, climate change, and development.
- Ensure departmental curriculum maps, schemes of learning, and assessment frameworks are current, coherent, and aligned with national guidance and the Education Inspection Framework (EIF).
- Contribute to the academy's wider curriculum design and strategic planning through active participation in middle leadership meetings.

### **Teaching, Learning, and Assessment:**

- Deliver consistently high-quality teaching that models evidence-informed practice and fosters a lifelong curiosity about the world.
- Lead by example in demonstrating effective pedagogical approaches, adaptive teaching strategies, and strong classroom management.
- Monitor and evaluate the quality of teaching and learning across the department, providing constructive feedback and coaching to staff.
- Use formative and summative assessment to identify student needs, inform teaching, and track progress towards challenging targets.
- Lead effective data analysis to evaluate performance, inform intervention strategies, and improve outcomes for all groups of learners.
- Ensure a consistent approach to feedback, marking, and assessment moderation across the department.
- Maintain high standards of student behaviour, engagement, and academic challenge in Geography lessons.

### **Quality Assurance and Accountability:**

- Be accountable for the quality of Geography provision and student outcomes across the department.
- Lead the department's contribution to the Academy Development and Improvement Plan (ADIP), including robust self-evaluation and improvement planning.
- Implement departmental quality assurance processes to monitor curriculum implementation, teaching quality, and student progress.
- Ensure fieldwork activities and off-site visits comply with relevant health and safety and risk assessment procedures.
- Manage the department budget and resources effectively to enhance the learning environment and ensure value for money.

## **Leadership and Staff Development**

- Provide clear, cohesive leadership that motivates and empowers colleagues to deliver exceptional teaching and learning.
- Support the professional growth of staff through mentoring, coaching, and professional development opportunities.
- Set and maintain high expectations for teaching quality, professional conduct, and collaboration.
- Line manage Geography staff, holding regular developmental meetings to review progress and identify training needs.
- Promote a culture of reflective practice and continuous improvement within the department.

## **Communication and Collaboration:**

- Communicate effectively with parents, carers, and external agencies to support student progress and wellbeing.
- Collaborate with the Trust's wider Geography network to share best practice and contribute to cross-academy initiatives.
- Contribute to academy events such as open evenings, careers fairs, and enrichment activities to promote Geography.
- Build links with local organisations, universities, and environmental groups to enhance students' understanding of geographical careers and global issues.

## **Safeguarding, Equality and Wellbeing:**

- Ensure safeguarding procedures and risk assessments are rigorously applied in all Geography activities, including fieldwork.
- Promote equality, diversity, and inclusion across the curriculum and within departmental practice.
- Create a safe, respectful, and stimulating environment in which all students feel valued and able to thrive academically and personally.

## **Care, Guidance and Support:**

- Be a guardian (Form Tutor) to an assigned group of students, actively contributing to guardian time and other tutor-based curriculum activities.
- Promote both the academic and holistic progress and wellbeing of individual students and of the guardian group, being their key advocate.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date student records.
- Know when to draw on the expertise of colleagues, such as those with responsibility for

the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice, and support from external agencies.

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### **Equal Opportunities:**

- Promote equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
  - Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.
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### **Professional Responsibilities**

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.
- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.
- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.

### **Safeguarding, Compliance and Conduct**

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

# Person Specification

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

**You should be able to demonstrate that you meet the following criteria which are all essential:**

E = Essential D = Desirable

## Measured by:

A = Application Form

T = Test/Exercise

P = Presentation

I = Interview

R = References

### Qualifications

<b>E</b>	Good degree in Geography or related subject	<b>AC</b>
<b>E</b>	PGCE or equivalent and QTS	<b>AC</b>
<b>D</b>	Evidence of continuing professional development or leadership training	<b>AC</b>

### Knowledge and Experience

<b>E</b>	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>AIR</b>
<b>E</b>	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>AIR</b>
<b>E</b>	Ability to form and maintain appropriate relationships and personal boundaries with students	<b>AIR</b>
<b>E</b>	Successful experience as an effective classroom teacher of Geography	<b>AIR</b>
<b>E</b>	Experience contributing to curriculum design and development in Geography	<b>AI</b>
<b>E</b>	Able to plan high quality, well sequenced learning to deliver the curriculum	<b>AIR</b>
<b>E</b>	Strong subject knowledge across physical and human geography	<b>ATI</b>
<b>E</b>	Experience of using assessment and data to drive improvement	<b>AIR</b>
<b>E</b>	Proven track record of securing strong student progress and outcomes at Key Stage 4	<b>AIR</b>
<b>E</b>	Possess extensive knowledge and well-informed understanding of a range of learning, teaching, and behaviour management strategies	<b>AIR</b>
<b>D</b>	Experience of leading or mentoring staff and promoting professional development	<b>AI</b>
<b>D</b>	Experience of contributing to departmental self-evaluation and improvement planning	<b>AI</b>
<b>E</b>	Able to form and maintain appropriate relationships and personal boundaries with students	<b>AT</b>
<b>E</b>	Understanding of laboratory safety and risk assessment procedures	<b>AI</b>

## Skills and Competencies

E	Ability to design and deliver high-quality, engaging lessons that inspire curiosity and achievement	I R
E	Strong leadership and interpersonal skills with the ability to motivate and support colleagues	I R
E	Excellent analytical, organisational, and time management skills	I R
E	Competent use of ICT and digital learning tools to support teaching, learning, and data analysis	I R
E	Effective communication and presentation skills with students, staff, and parents	I R
E	Ability to think strategically and act decisively to improve outcomes	I

## Behavioural and Other Characteristics

E	Committed to continuous improvement	A I
E	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	Passion for Geography education and raising student aspirations	A I
E	Reflective, resilient, and committed to continuous improvement	A I
E	Able to carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willing to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	Possess positive values and attitudes and adopt high standards of behaviour in a professional role	I R
D	Take a key role in contributing to extra-curricular activities within the academy	I
D	Willing to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required	A I R
E	To be jointly responsible for promoting and safeguarding the welfare of students	I R
E	Committed to the education of the whole child, i.e. social, emotional and citizenship development	I R

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.